



Maie Bartlett Heard School
Phoenix Elementary District
2301 W. Thomas Road, Phoenix, AZ 85015-5904

ARIZONA
School Report Card
2001-02

Principal: Dr. Wendy Ong
Schedule: 8:00 AM to 4:30 PM
Web Address: Unpublished or Unavailable
E-mail: Unpublished or Unavailable

Grades: Pre-K-6
2001 Enrollment: 620
Phone: (602) 257-3880
Fax: (602) 257-3881

▼ School Overview ▼

Mission

Our mission is to provide the best quality instruction to each child in order that he or she will become a successful lifelong learner. We promote respect and acceptance of self and others. We provide students with decision-making strategies, and the literacy and communication skills necessary to function effectively in a democratic society.

Organization and Philosophy

- w Self-contained Classrooms
- w Year-round
- w Multicultural
- w Team Teaching

School/Academic Goals

- w Given the Stanford 9 tests in April 2002, grades 2-6 will increase a minimum of 10% over their 2001 national percentile score in reading.

Instructional Programs

- w Structured English Immersion
- w Language Support
- w Full-day Kindergarten
- w Head Start Preschool
- w Success For All Reading Program
- w Accelerated Reader Program
- w Accelerated Math Program
- w PEER--Before/After School Program

- w Given the Stanford 9 tests in April 2002, grades 2-6 will increase a minimum of 10% over their 2001 national percentile score in math.

- w Given the Stanford 9 tests in April 2002, grades 2-6 will increase a minimum of 10% over their 2001 national percentile score in language.

- w Give the 2002 AIMS in grades three and five a minimum of 10% more students will meet or exceed the state standard, in reading, math and language as compared to the 2001 AIMS results.

Enrollment

October 1, 2000 School Year Student Enrollment:	593
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	13

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 3 Teacher(s)
 4 Parent(s)
 2 Community Member(s)
 2 Student(s)

Council Duties

w School Improvement Issues
 w Budget
 w School Safety Issues
 w Extracurricular Activities
 w Parent/Educator Relations
 w Instructional Strategies

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	34.00
Other Professional Staff	3.00	Teacher Aide	8.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	3	0	0
4 to 6 years	1	1	0	0
7 to 9 years	2	1	0	0
10 or more years	12	12	1	0

▽ Shared Responsibilities ▽

School

It is the school's responsibility and commitment to the parents to provide all students with equitable educational opportunities that will increase student achievement in a safe and positive learning environment. A record of educational achievement shall be maintained for each student with the school reporting student progress on a continuous basis to the students, and to their parents and/or guardians.

Parents

Parents should be actively involved in their child's daily progress. Responsibilities include getting their children to school on time; having children appropriately dressed in their uniforms; reporting absences and following up with a note; reading all notices from school, assisting children with homework, attending parent conferences, and cooperating with, and supporting teachers, regarding discipline and the instructional program.

▽ Transportation Policy ▽

The school district board authorizes the administration to provide regular bus transportation to and from school for special education students whose handicapping conditions require it as indicated in their IEP; students living within a one-mile radius of the school where hazardous or difficult routes exist and where other arrangements cannot be provided; and students who live more than one driven mile from school.

▽ Calendar Information ▽

Number of Instruction Days:	179	First Day of School:	7/16/01
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	6/6/02

Operates on Year-round Schedule

Report Card Release Dates

9/21/01	12/21/01	3/8/02	6/6/02
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Additional Calendar/Report Card Information

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Technology Learning Center	W Multimedia Media Center
W School Gardens	W Desert Habitat (In Progress)

Extracurricular Activities

W Phoenix Elementary Enrichment Resource	W Future Teachers of America
W Peer Mediation	W Student Council
W Afterschool Boys Basketball	W Afterschool Art Club
W Afterschool Math Club	W Afterschool Writing Club

School/Community Resources

W Lunch Program	W Breakfast Program
W Afterschool Program	W Counseling Services
W ESL Classes	W Community Classes
W Health Services	W Adult Education

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|--|--|
| <p>w 2000-01 school reading achievement scores in grades two and four were above the district average as measured by the Stanford 9.</p> | <p>w 2000-01 school math achievement scores in grades two and three were above the district average as measured by the Stanford 9.</p> |
| <p>w 2000-01 school language achievement scores in grades two and three were above the district average as measured by the Stanford 9.</p> | <p>w 2000-01 school reading, scores in grades one, two, three and four were above the district average as measured by the Aprenda 2.</p> |

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	29.7 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	1.2 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	22.7 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	92.3 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	7.7 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	NA			11.1 %
Status Unknown ⁸	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Arizona Arts Commission Grant	2000
Arizona Community Foundation Grant	2000
Phoenix Arts Commission Grant	2000
City of Phoenix Block Grant	2001

▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	52	498	21%	34%	30%	13%
	State	60969	521	11%	18%	44%	27%
Writing	School	48	509	18%	25%	50%	6%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	50	483	26%	40%	26%	8%
	State	61089	510	14%	29%	34%	23%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	60	483	50%	23%	25%	1%
	State	63518	503	22%	24%	41%	14%
Writing	School	59	470	35%	33%	28%	1%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	60	438	45%	48%	3%	3%
	State	63873	487	17%	43%	12%	29%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	34	45	60
2	Reading	--	--	--	--	--	--	100	51	50	51	58	52	34	55	53
	Language	--	--	--	--	--	--	100	55	40	57	56	43	34	58	44
	Mathematics	--	--	--	--	--	--	100	58	51	59	65	55	35	72	57
3	Reading	100	26	44	100	30	47	100	30	47	59	38	48	37	35	50
	Language	98	30	45	100	31	49	100	33	51	68	47	54	36	45	56
	Mathematics	100	32	41	100	32	46	100	28	49	65	20	52	36	54	54
4	Reading	89	35	52	100	26	53	100	29	54	78	36	54	33	36	55
	Language	100	28	45	100	22	47	100	29	49	81	36	48	39	28	50
	Mathematics	100	32	48	100	29	51	100	32	54	84	33	55	39	21	57
5	Reading	85	30	50	75	24	51	100	23	51	80	35	51	91	25	51
	Language	89	23	40	82	24	42	100	23	44	82	31	45	92	21	45
	Mathematics	91	33	47	82	25	51	100	24	54	84	35	55	91	22	57
6	Reading	76	42	52	85	32	53	100	40	54	79	41	53	85	35	54
	Language	81	33	40	80	21	41	100	34	44	79	35	44	87	29	45
	Mathematics	81	38	54	83	47	57	100	44	59	78	47	60	87	44	63

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	27	40
Grades 3-4	79	83
Grades 4-5	73	77
Grades 5-6	81	93
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

A Schoolwide Discipline Program is in place. In grades four through six, trained student peer mediators help resolve conflicts. All peripheral entry gates are kept locked during school hours and all visitors must report to the school office. Fire drills and crisis drills are held on a regular basis. All staff has been inserviced on the schoolwide Crisis Plan.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,092	\$1,308,721
Classroom Supplies	\$54	\$34,056
Administration	\$325	\$203,409
Support Services-Students	\$306	\$191,188
Other Support Services and Operations	\$1,426	\$892,137
Total Expenditures- All Categories 1999-2000	\$4,203	\$2,629,511

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$386,625.47 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

NDS

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Wendy Ong	(602) 257-3880	
Transportation Policy	Nick Juliano	(602) 257-3794	
Community Resources	Gina DeGraw	(602) 257-3883	
School Nutrition Programs	Laura Trujillo	(602) 257-3743	
Parent Organization	Anna Salgado	(602) 257-3399	
Student Health/Nurse	Elizabeth Hunter	(602) 257-3882	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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